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AVAILABLE TEACHING MATERIALS FOR UNDEREDUCATED ENGLISH-SPEAKING ADULTS.

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This guide to teaching materials and techniques for undereducated English speaking adults consists of the following--(1) introductory remarks on student characteristics, student placement, and development of a proper classroom atmosphere, (2) procedures and materials for beginning classes, (3) books and aids for intermediate and advanced students, (4) materials for arithmetic, spelling, handwriting, pronunciation, and employment, and (5) suggestions on testing and the use of role playing. (ly)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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April, 1968

AVAILABLE TEACHING MATERIALS FOR UNDEREDUCATED ENGLISH-SPEAKING ADULTS

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Department of Adult Education
Board of Education
Newark, New Jersey

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President

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Superintendent

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FOREWORD

The recent emphasis on adult basic education has resulted in a great amount of teaching materials in that area. Some publications are acceptable for use in the Newark Adult Education Program. Other publications, for a variety of reasons, do not meet the critical requirements of the Newark community.

New publications now arrive on the scene almost daily. They all take their turn in being evaluated by the Adult Education Textbook Committee which either accepts or rejects them for inclusion in the Approved Price List of Textbooks, Maps and Educational Supplies, a compilation of educational materials recommended for purchase by the Newark Board of Education. The wealth of new publications permits our committee to be more highly selective in its choice of texts. This, in turn, contributes to the development of a more effective adult education program.

The materials listed in this bibliography were endorsed for use by a committee of teachers from the Newark Adult Basic Education Program. The teachers not only recommended texts but also contributed teaching techniques and methods. Their dedication and fine cooperation in this project is indeed appreciated.

I wish to thank Mrs. Catherine I. Bordman, Adult Education Librarian and Chairman of this Committee, for her excellent leadership in the development of this bibliography and for its final writing.

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What Kind of Person is the Adult Functional Illiterate?

The average adult functional illiterate who finds his way to a Newark Schools' class which offers the rudiments of an elementary school education is a southern Negro who originally lived in a small rural community. There, he may not have had the opportunity to attend school regularly. Because his mind has not been exercised and "toned" by learning, he may appear to be much slower mentally than his actual potential is. In appraising the student, the teacher should not fail to take into consideration the student's strengths: his ability to function in an adult world despite his educational handicap; his often amazingly healthy emotional make-up notwithstanding his ubiquitous social burdens; and his courage in determining to do something about the obstacles surrounding him by returning to school. It is important for the teacher to understand and appreciate these fundamentals and to build on the student's strengths in any academic area.

It is essential that there should be no implications of patronization in the instructor's manner. There is nothing so discouraging to one of these students as the teacher with the superior attitude who has little understanding of or sympathy toward the student's problems. A good way for the teacher to develop the proper understanding is to put himself in the student's place and ask himself the question, "If I were an adult who had little schooling and the economic and social problems which usually accompany such a lack, what kind of teacher would I want to have if I returned to school with hopes for a second chance in life?"

Meeting and Placing Students

Some of the students will tell the teacher, "I want to start from the very beginning." This is usually an indication that their schooling was either curtailed at a primary level or that their remembrances of (and confidence about) educational things past are vague. Test them in their reading ability, however, with texts of a variety of grade levels. Then, to avoid their developing any feelings of frustration or defeat, drop them in their work slightly below their performance. If in doubt about where to place him, ask the student directly, but graciously, "With what book do you think you'd like to start?" Sometimes, the student is ashamed to admit specifically how little schooling he has had, but will indicate to you, through his selection of a text, how much reading vocabulary he can handle easily. Quite likely, he'll choose a lower level book himself.

Other students may attest to an upper intermediate or junior high school background. To achieve more homogeneous grouping within a center, the teacher may want to determine the reading levels of such students through one of the tests available from the department (see section on Testing). Do not be surprised if a student who claims to have gone through the junior high school grades demonstrates only a primary or low-intermediate reading ability. He may have attended a substandard rural school or, like all of us, may prefer not to expose his inadequacies publicly, anticipating ridicule.

Developing the Proper Classroom Atmosphere

The first night of the adult education class is the most important night of the school year. It is on this night that the members of the class decide whether or not they intend to make an effort toward consistent attendance. On this night they form their opinions on whether or not the material which is to be offered to them and, to be frank, whether or not the teacher who is to offer the material are worth the time. This, certainly, is not an unusual attitude to take. A teacher who has enrolled in a graduate course also evaluates the instructor and the course contents on the first night. First impressions are often wrong but they take a long time to erase.

Although these students have had little education, they are adults and want the teacher to treat them as such. They will, therefore, look to the teacher to develop some sort of adult rapport with them and to communicate with them in an adult manner.

To "warm up" the class and develop communication with the students, the teacher should start the first few class sessions with conversational questions in which everyone in the class is introduced to one another:

1. "Where do you work?"
2. "What do you do in your spare time?"
3. "What are your hobbies?"
4. "What television programs do you like best?"
5. "What is the nature of your work?"

6. "Why are you attending class?"

(Sometimes the adult may have an immediate problem and a specific and pressing reason for returning to school.)

The teacher, too, should introduce himself to the class. A short biography of himself which includes a quick description of his educational background will help to "humanize" him to the class and allay any fears that students may have about his instructional abilities.

If possible, the teacher should present his formal teaching in as informal a setting as he can improvise. He should avoid as much as possible the deliberate arrangements affected in the traditional school setting.

One important word of caution: The teacher should address the students as "Miss", "Mrs.", and "Mr.". They are adults and deserve this title every bit as much as the teacher. Furthermore, this may be one of the few situations in their lives where they are addressed with dignity. A classroom situation in which only the teacher is called "Mr. Smith" and the students are called "Joe", "Jim", and "Nelly" too often implies patronization on the part of the instructor.

There may be some students who are so used to an informal atmosphere in their social and working lives that they would prefer to be called by their first names. Such an informal teacher-student relationship should, however, evolve over a number of class sessions.

BEGINNING CLASSES

Adult students want to see some immediate progress when they go to school. Therefore, the teacher should start building a sight vocabulary of at least 50 words with them promptly. It is the intention of the Department of Adult Education to develop, with the cooperation of those teachers experienced with beginning classes, a list of high-utility basic sight words of immediate value to adults. In this interim period, however, a single sheet of Dolch's basic sight vocabulary is available in classroom quantities from this department.

Blank newspaper and 3" x 5" cards are also available to teachers for use in implementing the experience method of introducing reading. Here is a suggested method for its use with a beginning group of students.

First, begin with the immediate needs and interests of the adults by writing on the blackboard the simple informative story created by the adult. Later, transfer the story to the blank newspaper. Perhaps a story would go like this:

"My name is Mary Brown.

I live at 120 Main Street.

I have four children.

Two are boys and two are girls.

My husband works in Newark."

The student then reads the story back to the teacher. Of course, the student is not truly "reading"; rather, she is developing her own meaningful sight vocabulary. The newspaper is then taken off the blackboard and given to the student. This selection of words can then be transposed onto 3" x 5" cards which the student, Mrs. Brown, can study and rearrange into other sentences. This makes an excellent drill. Reassembling the cards, she may build:

"Mary Brown is my name.

My husband and I live at 120 Main Street.

I have two boys and two girls."

Needless to say, the teacher must exercise submerged leadership in the selection of the vocabulary and story that the students will dictate. For example, "live" was given as one of the words in the above dictation, but this word is pronounced in two different ways, depending upon whether it is used as an adjective or as a verb. Since it is, however, included in Dolch's Basic Sight Word List, the use of it as a beginning word may only point up the phonics vs. sight method controversy.

Give constant review of sight words in the story, such as "my", "is", "name", "live", "at", "am", and "work". Also, use these words as a basis for phonics lessons.

There may also be a comprehension check on the story:

1. Finding words in different places in sentences
2. Contextual clues

   Example: I_____ in Newark.

The teacher will, therefore, do these things with the experience charts:

1. Limit the structure
2. Repeat the vocabulary back to the student
3. Use short sentences
4. Use phonetic and structural analysis as word attack skills for recognition of new vocabulary
5. Have drill requiring similar words with new words and word endings (lives, lived, living, works, worked, working)

Only after the development of a basic sight vocabulary should the teacher start on phonics. The procedure is:

1. Initial and final consonants
2. Vowels -- long and short
3. Consonant digraphs and consonant blends (ea, bl, etc.)
4. Diphthongs (oi, oy, ou, ow, etc.)
5. Syllabication
6. Prefixes and suffixes

Worksheets, listing all these phonics exercises, are available in classroom quantities from this department.

Other materials also available are:

Building Your Language Power, Books 1-6 Laubach, Frank
Silver Burdett, 1965

There are some adults from rural areas who have had no experience with even the most fundamental literacy skills. To hold a pencil is a new experience for them. Their hesitancy and insecurity in approaching a learning situation necessitates the teacher's progressing at a pace that is geared to build their self-confidence. These workbooks move at that basic level.

Communications Series Bauer, Josephine Follett, 1966

Getting Started - Communications I, rev. ed.

A workbook designed for the student who has had no literacy instruction. A sight vocabulary and basic phonics instruction are introduced with repetitive exercises for reinforcement of learning. Writing is introduced from the start.

On the Way - Communications 2

More intricate phonics exercises are developed with repetitive drill and writing exercises.

Full Speed Ahead - Communications 3

Emphasis is placed upon reading comprehension although, following the pattern in the first two books of the series, word attack methods are given.

From Words to Stories Guyton, Mary L. and Kielty, M. E.
Noble and Noble, 1951

A basic sight vocabulary of 144 functional words of use to adults is introduced and reviewed in simple reading lessons. This text should be used in conjunction with a phonics workbook (e.g., Phonics We Use); it cannot stand alone as a basic book for a class. Good for use in developing language.

How We Live Cass, Angelica W. Noble and Noble, 1966

Reading exercises in the home, community, employment, etc. Meaningful in content but cannot be used as an independent text. Use in conjunction with phonics drills.

I Can Do It Peck, Moore, and Hobson Silver Burdett, 1967

Pre-publication copies of this text were used in the Newark Adult Education Program during the past year. The text has been endorsed by those teachers who used it with their classes. Authors' first names are not given on experimental copies.

This text, Book I in a series of beginning reading texts for adults, is designed to teach native-born adults to read. It establishes a sight vocabulary of a basic group of words which, once learned, insures that the adult student's first experiences with reading matter will be successful. The subject matter concerns everyday actions familiar to adults.

Book II, A Lot to Talk About
This is a continuation of I Can Do It. It uses the same sight vocabulary as Book I and gives the student more opportunities to read successfully.

Mott Basic Language Skills Program Allied Education Council, 1965

A phonics approach to the teaching of reading and writing to the illiterate adult. The three workbooks which make up the first step of the series are:

Basic Language Skills 300 A
Basic Language Skills 300 B
Wordbank

Wordbank consists of photographs of everyday objects; its intention is to build vocabulary and skills in cursive writing.

Phonics We Use Meighen M., and Halverson, M. Lyons and Carnahan, 1957

A series of phonics books purchased for use in adult basic education at a time when there was a dearth of material in that area and which teachers constantly request, notwithstanding recent adult learning publications. Other basic reading drills (e.g., visual discrimination, word configuration, contextual clues, and structural analysis) are included along with the phonics drills.

Book A	primer
Book B	grade 1
Book C	grade 2
Book D	grade 3
Book E	grade 4 - 6

Reader's Digest Adult Readers (Step One) Reader's Digest, 1964

A new series of adult magazine-like readers which offer completion exercises for the student after each chapter. Good supplementary reading material.

Titles are:

Book I	Workers in the Sky
Book 2	"Send for Red!"
Book 3	Second Chance
Book 4	Mystery of the Mountain

Teach Me to Read Winters, Mary K. Doubleday, 1959

Adults, who must face daily adult problems, find it humiliating to learn to read with a text designed actually for children. (Oh! Oh! Look! Look!) Furthermore, they find it dull.

Although Teach Me to Read was intended for children, it has been tested and will not be offensive to adults. The vocabulary has none of the banalities usually found in a primary book and moves steadily ahead with a method that employs both sight and phonics techniques. It builds up a vocabulary of 266 words.

Your Family and Your Job Cass, Angelica W. Noble and Noble, 1948

A basic language text in which the adult vocabulary is expanded into other areas of everyday life. Sentence structure becomes slightly more intricate (past and future tenses, plurals, and synonyms) and paragraph reading is introduced.

OTHER BEGINNING READING AIDS

You Can Read; Phonics Drill Cards Milton Bradley, n.d.

Fold-over flash cards which offer drill in basic phonics skills and point out similarities in word patterns.

INTERMEDIATE CLASSES

Elementary Reader in English Dixson, Robert Regents, 1950

This reader was prepared for adults who are learning English as a second language. The short stories, articles and anecdotes contained in it, however, have proved of interest to undereducated American-born students. Vocabulary is limited to one thousand words.

The First Book of American Negroes Young, Margaret B. Watts, 1966

A history of the American Negro slightly on a lower reading level than The Story of the Negro. The story of slavery and discrimination and its influence not only on the morale of the Negro people but on the attitudes of whites is explained. Although prominent Negroes throughout American history are presented, greater emphasis is placed upon well-known and gifted Negroes on the contemporary scene. More emphasis, also, is placed on the current civil rights struggle than in The Story of the Negro.

Get Your Money's Worth Toyer, Aurelia Holt, Rinehart and Winston, 1965

The experiences and lessons learned by a family in its move from a mining town to a city are told in a 5-6 grade level. An endless amount of consumer education facts of a down-to-earth quality are developed through family situations that will be sure to be of high interest to adults.

How To Be a Wise Consumer Cass, Angelica W. Oxford, 1959

General consumer information is offered in a limited vocabulary of high-utility consumer words. (Examples: prime; choice; good;

label; colorfast; 100% wool; guarantee; white sale)

Making the Most of Your Money; Lessons in Consumer Education for Adults Institute of Life Insurance, 1966

Reading material which is challenging for the intermediate student and also offers excellent subject matter for discussions. A worksheet at the end of each chapter helps to reinforce the aspect of consumer education which was covered.

Reader's Digest Adult Readers (Step Two and Step Three)
Reader's Digest, 1964

A new series of adult magazine-like readers which offer completion exercises for the student after each chapter. Good supplementary reading material.

Titles are:

Step Two		Step Three	
Book 1	Race to Remember	Book 1	Guides to High Adventure
Book 2	Santa Fe Traders	Book 2	"I Fell 18,000 Feet"
Book 3	Valley of 10,000 Smokes	Book 3	First at the Finish
Book 4	Men Who Dare the Sea	Book 4	What's On the Moon?

Regents English Workbook, Book 1 Dixson, Robert J. Regents, 1956

A basic grammar workbook which offers a good supply of drill in basic English language structure, idioms, pronunciation, etc. Although primarily prepared for use in instruction in English as a second language, this book has proved successful in adult basic education classes and should be of value in High School Equivalency Classes.

OTHER TEACHING AIDS

Drills in irregular verbs, homonyms, contractions, and signs have also been prepared by the department and are available to all teachers upon request.

ADVANCED GROUPS

American Negro Poetry Bontemps, Arna ed. Hill and Wang, 1964

A collection of poems by American Negroes. Poets range from the obscure to the well-known: Langston Hughes; Arna Bontemps; Countee Cullen; Paul Lawrence Dunbar; Richard Wright; Leroi Jones; etc. Brief biographical notes on each poet are included.

Call Them Heroes, Books 1 - 4 Silver Burdett, 1965

A series of books developed by the New York City Board of Education which recount the lives of 48 real-life people from the New York City area who overcame such obstacles as poverty, prejudice, or a language barrier to become contributing citizens of the community.

Easy Reading Selections in English Dixson, Robert J. Regents, 1948

A collection of simplified versions of O. Henry, Edgar Allen Poe, and Conan Doyle which were originally prepared for adults who are learning English as a second language. Each story is followed by questions and exercises.

Graded Exercises in English Dixson, Robert J. Regents, 1948

Drill in English grammar, spelling, and a variety of other English language intricacies are covered in a book which, although originally prepared for use with students of English as a second language, will prove worthwhile with native-born students.

Introduction to Newark; A Guide for Newcomers Newark (N.J.) Board of Education, 1963

This reader, which was prepared specifically for Newark residents, offers information about the many agencies of the city with which everyone should be familiar: Health Department; Well-Baby Clinics; Legal Aid Association; Workmen's Compensation; Consumer Frauds Bureau; etc. Other pertinent information, such as the pitfalls of installment buying and door-to-door salesmen, is also included.

Modern Short Stories Dixson, Robert J. Regents, 1950

A book of 17 modern short stories by well-known American authors. Each story is followed by questions, sentence building, and vocabulary practice. Although originally intended for students of English as a second language, the book has been well-received by English-speaking students.

Regents English Workbook, Book II Dixson, Robert J. Regents, 1956

Part II of a two-book set which offers drill on all aspects of English language stucture, synonyms, hard-to-spell words, use of adverbs and adjectives, etc.

Springboards Portal Press, 1966

Single-fold sheets in which timely biographies are condensed into three pages; page 4 offers exercises and questions on the reading contents. Each story can be covered in a single class session. Titles available are:

Doctor Dan (The Negro physician who performed the first successful heart operation.)

John F. Kennedy

Langston Hughes

Richard Wright

Tough Little Scientist (George Washingston Carver)

Harriet Tubman

Diary of a Quiet Rebel (The achievements of Charlotte Forten, a Negro schoolteacher from the North, who taught freed slaves during the Civil War.)

On Top of the World (The experiences of Robert Peary and his Negro assistant, Matthew Henson.)

Story of the Negro Bontemps, Arna Knopf, 1948

The history of the American Negro is told in narrative fashion from his arrival in this country as a slave to the present day. Not only are the political and social implications of his ordeal presented, but early chapters present descriptions of the African culture, often rich, from which he was torn. Gifted members of the Negro race throughout the growth of America are covered. Not as much detail on the current civil rights drive or prominent Negroes on the contemporary scene is covered as in The First Book of Negroes. Reading level is also higher than in the second title. This book has proved itself of such high interest to the students that they were motivated to read above their level of ability.

HANDWRITING

The handwriting of most of these students is poorly-formed. It must be improved especially for filling out employment applications.

Some of the students, you will find, can hardly write at all, and you will literally have to guide their hands when they are forming (later, joining) letters.

Start the completely unlearned student off with printing. Go on to cursive writing later, but try to introduce it as quickly as possible. Remember that these students are adults and cannot print their way through life. Follow this with letter writing.

A good starting book for such students is:

Building Your Language Power Laubach, Frank C.
Silver Burdett, 1965

This workbook starts off with the formation of letters (printing) and building single words. The student who has limited knowledge of how letters are formed will find it of great help. Because it is programmed, students can work with it alone (sometimes) at their desks.

Easy Way to Better Handwriting Lowe, Janet A.
Doubleday, 1958

Consumable handwriting workbooks on consecutive grade levels would certainly provide the most effective instruction in handwriting. However, classes are so heterogeneous and student enrollment and turnover such that the purchase of quantities of varying grade levels of such workbooks would be impractical and costly. Because of this, this single comprehensive workbook was purchased for use in adult basic education classes.

ARITHMETIC

Because these students are adults who must function in an adult world, you will find that their ability in the area of arithmetic is often far superior to their accomplishments in other academic spheres. Many of the students who have only a third grade reading ability may sometimes have a sixth or seventh grade competence in arithmetic.

Basic Essentials of Mathematics, Part I Shea, James T. Steck-Vaughn, 1965

A comprehensive workbook that covers basic arithmetic skills from elementary addition through decimals. Word problems in all areas are also included. A more-than-generous amount of problems to complete are given to reinforce the learning of each skill.

Basic Numbers and Money (The Mott Basic Language Skills Program) Allied Education Council, 1965

A simple arithmetic workbook that begins with counting and money concepts. Prepared specifically for the undereducated adult and designed to provide real-life situations (newspaper advertisements and simple shopping problems) in basic arithmetic.

Lennes Essentials of Arithmetic, Books 4-8 Lennes, N.J. and Traver, L.R. Laidlaw, 1960

A text-workbook offering instruction and drill in arithmetic skills. Word problems are included for oral practice and application of concepts. An especially good series to consider for arithmetic instruction where adults show a wide range of ability and comprehension.

Useful Arithmetic, Volume I Bohn, Raymond J. and Wool, John D. Frank E. Richards, 1965

A workbook covering the arithmetic of daily living in which problems concentrate on shopping lists, comparison shopping, electric bills, and pay checks.

Useful Arithmetic, Volume II Wool, John D. Frank E. Richards, 1967

A continuation of Volume I in which further drill in practical arithmetic is covered: restaurant checks; loans; budgeting; checking and savings accounts; etc.

Other Materials

Deposit slips, withdrawal slips, checks, etc., are available from banks. Postal notes and money order forms are available from the Post Office. Weekly advertising brochures are available from supermarkets for a lesson in comparison shopping.

EMPLOYMENT

Most tests administered by employment offices are neither culture-free nor culture-fair. They are based upon an abstract thinking approach whereas our students tend to be concrete thinkers. Non-verbal reasoning tests are now being introduced by some employment offices, but these tests, too, are better handled by sophisticated thinkers.

Realistically accepting this fact, the instructor should work with his students in helping them to build their ability to express themselves orally (see role-playing) and offer them practice in material of the type offered in many employment tests.

Reading comprehension is heavily emphasized in most employment tests. The series listed below was developed to improve ability in all skills related to reading comprehension (precise thinking, recall, relationships, language patterns, word forms and word usage, grammatical correctness, word recognition). Although originally intended for use with children, it has been well-received by adults.

Using the Context Series Boning, Richard B. Barnell Loft, 1962

Book A - Beginning

Book B - Beginning

Book C - Intermediate

Book D - Intermediate

Book E - Advanced

Other Materials

1. Mimeographed copies of job applications are available in classroom quantities upon request from the department.

2. Classroom quantities of arithmetic tests offered in the past by a local store are also available.

3. Simple non-verbal reasoning exercises and other problems requiring more sophisticated thinking are also available in classroom quantities.

4. Simplified income tax instructions are prepared yearly by the Department of Adult Education.

PRONUNCIATION

The pronunciation errors of the native-born undereducated are almost an intrinsic part of their speech. Those errors which, by and large, are indications of the student's limited schooling (e.g. final consonants) are the mistakes which should be pursued. Approaching this problem realistically, we should recognize the emotional implications of the use of dialects by our students. This is the speech used by their social group and peers. It may in fact, be compared to non-English speaking students' lapsing into their native languages when there are no "outsiders" present. It is, therefore, not only their mode of communication but also offers a certain psychological protection to them. We must admit that many idioms employed by these students are unique, expressive, and colorful, and contribute, in some way, as a bulwark against many difficult situations in their lives. The teacher may, by delimiting his goals, decide on such a practical objective as making the student aware of the social implications of certain speech errors; the student will then, perhaps, eliminate them when he is involved in situations outside of his accepting social milieu. Like so many problems in life, the desire to correct speech patterns must come from within the student.

We, in turn, may also deal in some introspection and consider why some accents are considered "chic" whereas others are frowned upon. Perhaps certain values within our own culture should be re-examined.

Exercises in English Conversation for the Foreign Born Dixson, Robert J. Regents, 1945

Although originally prepared for use with students who are learning English as a second language, this workbook will help to emphasize accepted English language patterns for the undereducated native-born. Oral drill and questions are included.

Pronunciation Exercises in English for the Foreign Born Clarey, M. Elizabeth and Dixson, R. Regents, 1947

Although this book was prepared primarily for the foreign-born student who wished to improve his pronunciation of English, it can be used by the American-born student who wants to correct certain defective sounds in his speech.

SPELLING

It is not necessary to have a specific spelling book to use in these classes. Using the basic sight word list or any of the

phonics lists as the basis for a spelling lesson not only is sufficient but also reinforces what has been learned in the reading lesson.

Follow this up by having students make sentences out of their spelling words.

Also available is:

Everyday English and Work List for Adults Cass, Angelica Noble and Noble, 1964

A basic vocabulary of about 1,000 high-utility words for practice drill in reading, writing, and language. Punctuation, common spelling errors, dictionary skills, and some grammar are also included.

MATERIALS PREPARED FOR NON-ENGLISH SPEAKING STUDENTS THAT HAVE PROVED SUCESSFUL IN ADULT BASIC EDUCATION

The argument has often been offered that an effective technique to use with American-born adults whose English language patterns are heavily entangled with dialect and faulty grammar is to introduce English to them as a foreign language. This argument has its pros and cons. The titles listed below, however, have been used with success by some Adult Basic Education teachers and may prove effective with your students.

English Step by Step with Pictures Boggs, Ralph S. and Dixon, R.S. Latin American Institue Press, Inc., 1956

This beginning English book makes heavy use of illustrations in building an English vocabulary and introducing basic grammar rules. Total vocabulary is roughly 800 words.

Learning the English Language; Textbook-Workbook I Richards, I.A. and Gibson, C.M. Houghton-Mifflin, 1963

A heavily illustratrated book for the beginning English student which moves more slowly than most. May also be used with the undereducated native-born student. Simple drawings introduce and help to visualize new words and sentence meanings.

TESTING

Most people are, on the whole, apprehensive about taking tests. This is especially true about adults who enroll in the very beginning adult education classes. With those students who tell you directly that they either cannot read at all or have only gone

through the third grade, the instructor should exercise discretion in testing. It should not be done in the early class sessions lest the confidence or determination the students have mustered by returning to school or attending school for the first time is undermined. The teacher should first develop a reasonably comfortable relationship between the student and himself. Neither should any testing be done in any great depth; this, too, may cause anxiety on the part of the student.

There will be some students, however, who will indicate that they have had a complete elementary school education or even have gone as far as high school. This may still not be an indication of their reading level; most likely it isn't. Often, as we have already said, the student may attest to a higher grade level than his actual accomplishment in order to protect himself from exposure to anticipated ridicule. Or, as also has been pointed out, he may have attended a substandard rural school. The teacher may want to test these students to find out actually at what grade level they are so that classes in a center, or groupings within a single class, are more homogeneous. His findings, incidentally, may be that the student who claims to have an eigth grade education is reading at a third grade level.

Here, once again, the teacher must exercise sensitivity. He, and only he, can decide if and how the student should be tested. His skills in rapproachment will help to explain in the best (most reassuring) manner that "the test is not intended to measure ability; rather it is an aid for more successful teaching." For these teachers, the following tests are available:

Adult Basic Learning Examination (ABLE) Harcourt, Brace, and World, 1967

A new test specifically constructed to measure the educational level of adult students and to measure their growth during the school year. Available in two levels:

Level I - Grades 1 through 4
Level II- Grades 5 through 8

The test includes vocabulary, reading, spelling, arithmetic: number computation; and problem solving.

Gray Oral Reading Paragraph Gray, William S. Bobbs-Merrill Company, Inc., 1955

Twelve short paragraphs, ranging from first through twelfth grade reading levels, which offer graduated development measurement. It is diagnostic in that it gives the nature of the errors made and can be used as a basis for phonics instruction.

This is a simple oral reading test which may be administered to each student fairly rapidly. It must, however, be given on a one-to-one basis.

Although the test does not measure reading comprehension, nor does it employ an adult-orientated vocabulary, it has been found to have a high correlation with other reading tests that do test reading comprehension and offers a quick evaluation of a student's word recognition ability.

It should be noted here that the Gray Oral Reading Paragraph test was selected, to date, as the most appropriate test for T.E.A.M. (Newark Total Employment and Manpower Program) clients. It was chosen by the teacher-testers assigned to T.E.A.M. by the Newark Board of Education's Department of Adult Education.

Some of the arguments advanced in the test's behalf were:

1. It was simple in appearance and did not, therefore, add to the anxiety of the testees.

2. It was on a one-to-one basis which helped further to relieve anxiety on the part of the testee when used by a skilled and empathic tester.

3. It did not require writing on the part of the testee who may be self-taught in reading but inept at writing.

4. The print was good. Some tests with smaller print added to the testee's apprehension.

5. Each grade level of reading offered an independent reading section. This insured the tester that the testee was not reading "blind" based on what he had already read.

The tester also made another observation that should apply to many tests: many undereducated students mispronounce words in oral reading because that was the way these words were pronounced in the section of America where they had lived. Actually, they could read the words. It was only a question of cultural mispronunciation.

Nelson Reading Test, Grades 3-9 Houghton-Mifflin, 1962

This test is used in the secondary schools of Newark. It measures individual reading skills at the elementary and junior high school levels. It is available in two comparable forms to measure growth within the school year. It takes 30 minutes to administer and may be used with an entire class.

It should be pointed out here that none of these tests is endorsed by the Department of Adult Education as being the most appropriate or effective testing device for use with adult students. They have all been purchased on an experimental basis. As other new tests arrive in the area of adult basic education, they, too, will be purchased in limited amounts for classroom use and practical, authenticated evaluation. The department's intention is to have each teacher who makes use of the tests determine their relative values. In this way we will finally arrive at an accurate selection of the most suitable tests for our program and establish a uniform testing and measuring process for more structured instruction.

OTHER AVAILABLE MATERIAL

Needless to say, the Adult Basic Education Teacher will find materials of his own to use with his class. For example, supermarkets are most willing to supply classroom quantities of their weekly shopping announcements. Sets of these announcements from two or three different food chains lend themselves to a profitable lesson in consumer buying. Newspapers, also, offer help-wanted pages for interpretation, television schedules for decoding, and, ultimately, editorial pages for evaluation and analysis.

My Weekly Reader

Although this newspaper is prepared for use in the elementary school curriculum, many teachers have indicated a preference for it over News for You. The students enjoy the newspaper's reading comprehension questions and the crossword puzzles. Available on 2nd through 6th grade reading levels.

News for You Laubach, Robert S. Syracuse, N.Y.

This is an easy English newspaper for adults which is published weekly throughout the year. It comes in two levels: Edition A (easy) and Edition B (more advanced). A classroom set of each edition has been ordered for the Adult Education Centers and will be delivered to the Centers throughout the year. Look for it at your Center. Do remember, these newspapers must be shared with other classes.

Tape recorders, films, filmstrips, and records may always be borrowed from the Audio-Visual Center. A tape recorder is good not only for teaching pronunciation but for use in reading instruction. For example, students can critically evaluate their own pace, intonation and flow of words in oral reading with the help of a tape recorder.

Filmstrips may also be used effectively in the reading program. A darkened room often relieves the inhibitions of students when they are asked to read aloud. The projected words on a screen may also help to eliminate finger-pointing.

Do you always forget to send in an order to the Audio-Visual Center? Call their extension: #330, #331.

ROLE PLAYING

Role playing is a relatively new technique in education that may prove itself particularly suitable for adult education classes. Human beings are complex. They often do not have the ability to empathize with another, i.e., to put themselves in the other person's shoes and understand how and why he reacts as he does. This lack of insight is often a major cause for their conflicts with people about them. Sometimes, too, although one may academically understand a situation, he may not feel it emotionally; an important component for complete insight into a problem is then missing.

In role playing, students act out a crucial life situation in which they play the parts of persons involved in the invented conflict. By assuming and acting out the roles of others they can thus experience the situation emotionally and evaluate and analyze the reasons for the conflict. By standing off and looking at the problems they then understand the attitudes and reactions of others and, in doing so, break their own basic behavior patterns and reactions. For example, a role playing situation in which one student plays the part of the employer who must explain to the applicant (another student) why a job demands a man who has more reading and arithmetic ability than the applicant possesses may help the teacher to see how his adult students react to life situations.

The teacher who intends to use role playing as a teaching device must exercise submerged leadership with his group and plan the life situations carefully in advance. He should also never attempt this teaching technique until he enjoys full rapport with his class. After planning the hypothetical life situation and assigning the roles to the students, his primary function is to ask pertinent questions in the class discussion following the drama. Although the conflict situation should be planned in advance, the final assignment of and the specifics of the problem should be given to the students at the last moment so that their reactions in their roles will be spontaneous. Another technique used in this teaching approach is to assign to each student in

the drama an "alter ego" who will silently go through the role along with the student. Following this, the "alter ego" takes over, and recreates and reinterprets the same situation. As you can see, there are variations within the role playing that the adroit instructor may device.

The more able a person is to "think out" a problem in the abstract, the less inclined he often is toward role playing. Our students are, however, a more activity-oriented group who tend to interpret issues subjectively and often cannot verbalize their feelings. It would seem, on this basis, that role playing would be a technique compatible with their personalities. It would not only offer them insights but also help them in their oral expression and adjustment to a new environment. Other role playing situations may be: telephone manners; renting a room or apartment; ordering a meal at a lunch counter; consumer buying; and playing the part of a teacher in the classroom. (This last should be especially good for the unemployed undereducated students who receive public assistance and are so often erratic in their attendance. Perhaps, by playing the role of the teacher, the student could explore student absenteeism and apathy. The teacher, too, may develop an insight into why students are absent.)

One word of caution: too often a new technique is so enthusiastically received by a teacher that he over uses it and the impact that it can create when used discreetly is diminished. Use role playing sparingly and wisely so that it does not become hackneyed.

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